DOCUMENT RESUME

ED 346 873 IR 054 081

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TITLE The Use of Children's Materials in School and Public Libraries.
INSTITUTION Michigan Univ., Ann Arbor. School of Information and Library Studies.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 14 Apr 92
NOTE 99p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Childrens Libraries; *Childrens Literature; Elementary Education; Fiction; Learning Resources Centers; *Library Circulation; Library Materials; *Library Statistics; National Surveys; Nonfiction; *Public Libraries; *School Libraries; State Departments of Education; *Use Studies

ABSTRACT

The first phase of this study was a nationwide survey that examined children's services statistics collected by state agencies and the collection of juvenile circulation statistics by individual public librarians. The study investigated the extent to which these statistics were collected by the two groups and were available through state agencies. Few children's services statistics of any kind were collected by state agencies. Ten agencies requested no public library youth-related information on their report forms. Circulation statistics of juvenile materials appear to be widely available at the local level, however, as 89.1% of the public librarians reported collecting them. In the second phase of this study the 50 state education agencies were asked about school library media center statistics they regularly collect. In addition, a random sample of individual elementary and middle school library media specialists nationwide were asked about the kinds of circulation statistics they collect. Although approximately 53% of the school respondents reported collecting circulation data, almost half of the state agencies (24) were not regularly collecting any library media program statistics. The goal of the third phase of this study was to investigate similarities and differences in the use of children's collections in two paired sets of school and public libraries in the same communities. A rural and a suburban community were studied to determine whether there were differences in the types and subjects of children's books that circulated. The public libraries circulated significantly more easy fiction, and the elementary school library media centers circulated significantly more fiction and nonfiction. The most highly circulated juvenile nonfiction books were in the 300, 500, 600, and 900 Dewey classes. Circulation of juvenile nonfiction within each of these classes was subject to local variation, however. (Three appendices contain copies of the survey forms and directories of statistics collected by state agencies on children's library programs and services and on school library media programs.) (Author)

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ED346873

# The Use of Children's Materials in School and Public Libraries

by

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April 14, 1992

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**The Use of Children's Materials in School and Public Libraries**


## Abstract

The first phase of this study was a nationwide survey that examined children's services statistics collected by state agencies and the collection of juvenile circulation statistics by individual public librarians. The study investigated the extent to which these statistics were collected by the two groups and were available through state agencies. Few children's services statistics of any kind were collected by state agencies. Ten agencies requested no public library youth-related information on their report forms. Circulation statistics of juvenile materials appear to be widely available at the local level, however, as 89.1% of the public librarians reported collecting them.

In the second phase of this study the 50 state education agencies were asked about school library media center statistics they regularly collect. In addition, a random sample of individual elementary and middle school library media specialists nationwide were asked about the kinds of circulation statistics they collect. Although approximately 53% of the school respondents reported collecting circulation data, almost half the state agencies (24) were not regularly collecting any library media program statistics.

The goal of third phase of this study was to investigate similarities and differences in the use of children's collections in two paired sets of school and public libraries in the same communities. A rural and a suburban community were studied to determine whether there were differences in the types and subjects

of children's books that circulated. The public libraries circulated significantly more easy fiction, and the elementary school library media centers circulated significantly more fiction and nonfiction. The most highly circulated juvenile nonfiction books were in the 300, 500, 600, 700, and 900 Dewey classes. Circulation of juvenile nonfiction within each of these classes was subject to local variation, however.

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**The Use of Children's Materials in School and Public Libraries**

## INTRODUCTION

This investigation addressed two of the research priorities for 1990: access to information and information needs/users. Specifically, it was aimed at collecting information about use of children's collections in school and public libraries. The study had three goals: (1) to determine what data regarding children's collections and the use of these collections in school and public libraries are regularly collected and disseminated by the states, (2) to determine what data regarding children's collections and the use of these collections are regularly collected by individual school and public librarians, and (3) to investigate differences in the use of children's collections in school and public libraries by type and subject of material used. Each of the three phases of this investigation is reported upon separately in the following pages.

## PHASE ONE

The need to assess children's services in public libraries is receiving increased attention in the literature. Interest in documenting the impact of children's services is due at least in part to lack of funds to adequately support budgets for children's services at a time when demographics show that the pre-school and school-age population is increasing. There is also a growing realization that quantitative data can be useful to improve services.

Three of the "Competencies for Librarians Serving Children in

Public Libraries", relate the need to use data for both of the reasons stated above -- improving services and supporting budgets. The ALSC (Association for Library Service to Children) document states that the children's librarian (1) "Assesses the community regularly and systematically to identify community needs, tastes, and resources." (2) "Analyzes the costs of library services to children in order to develop, justify, administer, and evaluate a budget." (3) "Documents and evaluates services."[1] Also on the national level, a committee representing the Public Library Association and the Association for Library Services to Children has been studying output measures for children's services for four years and plans to publish a manual in 1992.

Individuals are also writing about the power of statistics and the need to collect quantitative data. A state library consultant wrote that lack of research makes it difficult to statistically justify budgets for children's and young adult services.[2] A coordinator of children's services wrote, "How do we ... rally support for excellence in library services for youth? First, we need to assemble relevant data," in particular the percentages of "registration, circulation, and reference use attributable to children and young adults."[3] A group of Wisconsin children's and young adult librarians piloted a study of the use of output measures for measuring children's services. They were "especially concerned about gathering data which would be useful in documenting efforts to improve services."[4] Youth services leaders in Illinois drafted a youth services agenda for the 1990s. The proposal's

first priority is to "Document the impact of youth services by gathering statewide statistics..." Its second priority is to "Develop workshops for youth services librarians, on the importance and effective use of statistics."[5]

Although the need to collect children's services statistics is recognized, pertinent statistics are neither regularly collected nor available at the state and national levels. Spokespersons for children's services must continue to promote the importance of collecting relevant statistics in order to change this situation. At the same time they must realize that political judgments implicitly help guide the choices of what to measure [and what not to measure] and how to measure and interpret statistical data that are collected.[6]

## The Uses of Statistics

Statistics are useful for a variety of reasons. Broadly speaking, statistics can be used to make decisions. Specifically, they provide factual reference points in the decision-making process. Statistics can provide factual data to help resolve differences of opinion based on intuition. Statistics can shape public policy by helping determine what share of public monies are distributed within states and localities. Naturally, those things about libraries that are reported statistically are more likely to receive funds than things about which statistics are unavailable.

Statistics are especially helpful for decision making if the data they describe are defined and collected in the same way at all levels. Standardized statistics have broader uses because they can

be aggregated, if desired, and are comparable.

National statistics provide a common reference point for assessing the condition of libraries. Statistics describing the condition of libraries may include data about expenditures, holdings, and programs. These elements might be expressed in a variety of ways. Expenditures might be reported as a single aggregate figure or as a series of figures. Examples of the latter include (1) expenditures for adult and juvenile materials, (2) expenditures for departments within the library, (3) expenditures for book and nonbook materials, or (4) any or all of these examples per capita or per registered borrower. Holdings and programs might similarly be reported by age, department, format, and so on.

National statistics also provide a common reference point for assessing performance. Statistics associated with performance could be used as indicators of the impact of children's services. Performance statistics might include data on users served, use of the collection, and attendance at programs. Use of the collection might be reported as a single aggregate figure or as a series of figures such as (1) circulations of adult and juvenile materials (by age), (2) circulations of fiction and nonfiction materials, (3) in-house use of non-circulating materials, or (4) any of the above per capita or per registered borrower. Users served and program attendance might be similarly reported.

Local statistics can be used to help set funding priorities within libraries and to make personnel, budget allocation, and collection development decisions. They can also be used to

influence policy at the state and national levels by providing information to policymakers. An example is the Federal-State Cooperative System for Public Library Data (FSCS), implemented in 1988. FSCS has the potential to be used by "policymakers in determining the investment of public resources in library development and operations in support of education, information, and research services."[7] Funding priorities and legislation are the result of policy. [Decide whether to use and where to put the preceding sentence.]

## The Study

The goal of this study was to find out what statistics were being collected about children's services at the state and local levels, with emphasis on use of materials. This study sought to determine the kinds of circulation statistics state library agencies collected about children's services. The study also sought to determine the kinds of juvenile circulation statistics that were being collected by individual librarians. The reason for querying librarians was to find out whether they were collecting juvenile circulation statistics even if they were not required to do so for a state report. An underlying assumption of the study was that librarians were indeed collecting more data than states were requesting. This assumption was borne out by the surveys. In fact, the great majority of librarians did collect juvenile circulation statistics.

State library agencies were surveyed in the Fall of 1990. They were asked (1) whether they collected any statistics relating

to children's services in public libraries, (2) whether the statistics were published, and (3) to send a copy of their report form, regardless of whether they collected children's services statistics. Two follow-ups, one by mail and one by telephone, resulted in the participation of 49 out of 50 state agencies.

State report forms are sent on a regular basis to all public libraries in a state, usually annually. They request information about staff, holdings, expenditures, circulation, programs, budget, and so on. These forms were read, data items pertaining to children's services were jotted down, and the latter items were categorized after all the states' forms had been perused. Many different kinds of statistics were collected by the states. It would not be possible to compare any single children's services statistic across all states because (1) no single children's service statistic was collected by all states and (2) no single statistic was defined the same way even for states collecting that type of statistic. An annotated directory listing the children's services data items requested by each state on their most current form was compiled and has been submitted to the ERIC system.

Librarians in 1500 libraries out of 15,554 libraries nationally received a survey asking questions about whether they collected annual circulation statistics on the juvenile collection and about the kinds of juvenile circulation statistics they did collect. Children's collection was defined as all "materials identified by call number as being juvenile materials, as opposed to young adult or adult materials". Juvenile circulation

statistics means circulation statistics on juvenile materials, rather than statistics on materials circulated to children. Juvenile circulation data reflects use by children, parents, teachers, and other adults. The random sample was set up so that main libraries and branch libraries, libraries in all 50 states and the District of Columbia, and small and large libraries were sampled in proportion to their actual occurrence nationwide. Size was defined according to the number of branches the library had. The aim was to ensure that the sample was a good representation of all libraries, even though a relatively small number of librarians was queried. A follow-up mailing resulted in a return rate of 63.7%. The sampling error (standard error of the proportion) was .008.

Descriptive statistics were used to analyze the questionnaire: numbers and percentages of libraries collecting annual juvenile circulation statistics, and numbers and percentages showing the particular circulation statistics collected, in terms of print/nonprint formats and fiction/nonfiction. A question on whether an automated circulation system was in use was included to determine the ease of collecting juvenile circulation data, even if it was not being collected at the time of the survey. Two comparisons were made by size of library: one to determine if the collection of juvenile circulation statistics differed according to size and one to determine if possession of an automated circulation system differed according to size.

## Results

A survey conducted for the U.S. Department of Education reported that 37% of library users in the fall of 1988 were children 14 years of age and younger.[8] Considering the fact that children constitute a large part of library users, it is surprising to find that so few statistics collected pertain to them. In fact, ten state agencies surveyed in the fall of 1990 requested no youth-related information on their report forms.

State agencies collected a variety of children's services statistics, as shown in Table 1. Only one data type, circulation, was collected by the majority of states, however. In order to provide useful comparable data, information about the juvenile and adult population in a service area must also be known. The role of the public library as a force for the education of children could be documented if appropriate statistics were collected. Data on circulation, programs, and juvenile borrowers would be needed. At present those data are not widely available. Further complicating matters is the lack of uniformity in defining who children are. Libraries use age and grade level to differentiate between children and other users. The 1988 government study referred to earlier found that libraries most commonly defined children as being (1) 14 years old and under, or 8th grade or below (43%), (2) 12 years and under, or 6th grade and below, or (3) 13 years and under, or 7th grade and below. [9]

Table 1

Statistics on Children's Services
Collected by State Agencies

| Types of Statistics | Percent Collecting | Number Collecting |
|---|---|---|
| Circulation | 64.7 | 33 |
| Programs | 35.3 | 18 |
| Staff | 31.4 | 16 |
| Holdings | 25.5 | 13 |
| Users (Registered juvenile borrowers or juvenile population) | 19.6 | 10 |
| Finances (Expenditures or budget) | 9.8 | 5 |
| Outreach services | 9.8 | 5 |
| Bibliographies | 2.0 | 1 |
| Reference assistance | 2.0 | 1 |
| Promotional activities | 2.0 | 1 |

As explained earlier, there was no uniformity in the types of data collected by the states within the categories assigned for the purposes of this study. Thus, one finds a variety of juvenile circulation data collected, with some states collecting more than one type of this data. Table 2 illustrates the kinds of juvenile circulation data collected by the states. Most states collecting this type of data requested a single aggregate total of annual juvenile circulations. More useful for management and policy decisions were data items requesting separate totals for fiction and nonfiction, and for book and nonbook circulations. Only a handful of states requested any breakdown of juvenile circulations, though.

Table 2

Juvenile Circulation Statistics
Collected by State Agencies

| Circulation Statistics | Percent Collecting | Number Collecting |
|---|---|---|
| Single total | 52 | 26 |
| Separate fiction, nonfiction totals | 10 | 5 |
| Separate book, nonbook totals | 8 | 4 |
| Bookmobile circulations | 2 | 1 |
| Separate nonbook totals (e.g., videos, records) | 2 | 1 |

In contrast to state agencies, most librarians participating in the survey reported collecting circulation statistics for juvenile materials -- 89.1% compared to 64.7% for state agencies. Librarians usually collected information on the circulation of nonprint as well as print materials. In fact, over 82% recorded print and nonprint circulations separately. They even recorded them by format, as shown in Table 3. Of librarians who recorded nonprint statistics, 85% did so by format.

Table 3

Circulation Statistics on Juvenile Nonprint Materials Most Commonly Collected by Individual Librarians

| Nonprint Materials | Percent Collecting | Number Collecting |
|---|---|---|
| Book/audio tape kits | 32.8 | 309 |
| Audio tapes | 29.6 | 279 |
| Videos | 27.7 | 261 |
| Records | 20.7 | 195 |
| Book/record kits | 15.6 | 147 |
| Filmstrips | 12.7 | 120 |
| Toys | 10.4 | 98 |
| Films | 6.7 | 63 |
| Multimedia kits | 6.2 | 58 |
| Compact discs | 4.8 | 45 |

Separate fiction and nonfiction statistics were often collected, as well. Of librarians who recorded statistics, 76.8% recorded fiction and nonfiction separately. The majority did not subdivide the fiction or the nonfiction figures any further. In other words, they did not tend to collect separate statistics for easy fiction, picture books, and so on, or to collect separate statistics for nonfiction by subject.

Finally, there were slight differences in the collection of juvenile circulation statistics by size of library, as illustrated in Table 4. Smaller libraries tended to be slightly more likely to collect these statistics than larger libraries. This study offered no evidence that might explain this finding. The data in Table 5 reveal that large libraries were far more likely to have automated circulation systems, however, and thus could presumably program the collection of juvenile circulation statistics as part of their

report output. Among the largest libraries that did not collect juvenile circulation statistics, over half (54.5%) had automated circulation systems. Collection of juvenile circulation statistics should not present a great problem to those large automated libraries.

Table 4

Librarians Collecting Juvenile Circulation Statistics According to Size of Library

| Number (N) of Branches | Percent Collecting | Percent Not Collecting |
|---|---|---|
| 0 | 91.0 (497) | 9.0 (4) |
| 1 | 89.4 (42) | 10.6 (5) |
| 2-4 | 86.7 (85) | 13.3 (13) |
| 5-9 | 87.0 (87) | 13.0 (13) |
| 10 or more | 83.7 (118) | 16.3 (23) |

Table 5

Incidence of Automated Circulation Systems in Public Libraries According to Size of Library

| Number (N) of Branches | Percent Automated | Number Automated |
|---|---|---|
| 0 | 20.2 | 109 |
| 1 | 48.9 | 23 |
| 2-4 | 43.9 | 43 |
| 5-9 | 46.9 | 46 |
| 10 or more | 71.5 | 98 |

## Implications

Juvenile circulation statistics were collected by the vast majority of librarians in this study. Librarians are probably

collecting other juvenile statistics, too, yet **nothing** on service to children is included in the Federal-State Cooperative System for Public Library Data (FSCS). The 41 core data elements in FSCS constitute general information about libraries, their employees, income, expenditures, capital outlay, collections, public service hours, services, circulation, and interlibrary loans.[10] This information is too broad to provide a sense of the contribution of the various library units to the mission of the public library in the United States. Juvenile circulation statistics should be among the first considered for addition to this developing nationwide system in order to provide a complete picture of the condition and performance of public libraries.

There is even precedent for the collection of national children's services statistics since they have been collected nationally in the past. They last appeared in "Statistics of Public Libraries: 1955-56," published by the Department of Health, Education, and Welfare in 1959. The following juvenile statistics were among those reported in that compilation: fiction and nonfiction holdings, number of borrowers, number of personnel in the children's department and in the young people's department, circulation, expenditures, percent of juvenile borrowers, and percent of circulation attributable to juvenile materials.[11]

Supporters of children's services in public libraries need to become advocates of the collection of statistics that can be used (1) to support local level budget requests and evaluate existing services, (2) to plan and develop state and national level

legislation and budget proposals affecting children's services, and (4) to compare the condition of children's services among libraries at the local, state, and national levels.

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## PHASE TWO

In 1985 Inabeth Miller, librarian of the Graduate School of Education's Gutman Library at Harvard University, wrote that despite "interest in studying American education and remedying its problems, school library media centers have been neglected in analyses of educational assessment and as instruments for educational improvement."[1] She found only one pertinent study in the educational assessment/improvement literature. In a School Library Journal editorial Lillian N. Gerhardt more recently wrote about the importance of statistics: "... if your position is not a quantifiable part of the full plan for improving local education, then school librarians can remain a fringe benefit -- to be added, divided or subtracted according to the whims and worries of local tax payers."[2]

The National Center for Education Statistics (NCES) has gathered statistics on libraries of all kinds, but data on school library media centers (LMCs) are collected with less regularity than are data on public libraries. On the state level even fewer statistics are available, although Information Power guidelines recommend that state agencies collect and disseminate data on library media programs in their states.[3]

Little concern or interest has been raised in the literatures of school librarianship and education on the lack of or need for statistics about LMCs, with the exception of Miller's paper, Gerhardt's editorial, and recommendations in two other publications. One of these publications originated in Illinois,

the other in California.

A draft "Youth Services Agenda for Libraries" written by the youth services community in Illinois addressed the need for statistics. It stated that the Illinois State Board of Education should collect more information on school libraries -- personnel, facilities, and programs.[4] This recommendation was listed under the first goal: "to reinforce the necessity, importance, and value of youth oriented library work in the state of Illinois."[5]

The state of California has taken two courses of action with regard to improvement of education. First, it has recommended that local school districts measure accountability through specific quality indicators, as part of the California Assessment Program. Two of the recommended areas indirectly relate to LMC programs: (1) "the amount and quality of homework assignments" and (2) "the number and types of books read by students."[6] Second, beginning with the 1989-90 school year local school boards in California are required to prepare a School Accountability Report Card. Among the many components of this report card is one that specifically mentions the LMC. It requires "a description of the school's library, including the number of volumes, the types of materials, the hours of operation, policies for acquisition of new materials, and whether the services of a credentialed librarian are available."[7]

Libraries should be involved in the education reform process in this country. "The library's role in the educational process and in children's development must be documented and emphasized."[8]

It is important that the library media specialist (LMS) become aware of the importance of statistics in documenting the contribution of LMC programs to the education of our children.

The people who wrote the documents referred to above envisioned a number of uses for LMC-related statistics. Miller and Gerhardt implied there is a need for quantitative information that documents the contribution of LMCs to the improvement of education. One type of information that could be collected is statistical data. The Illinois agenda categorically states that the collection of statistics could lead to recognition of the importance of libraries to youth. The state of California indirectly links LMCs to education accountability and school reform by requiring school districts to report on aspects of their educational programs which are both directly and indirectly related to LMCs.

## The Importance of Statistics

Political judgments implicitly help to guide the choices of what to measure and not measure, and how to measure and interpret statistical data.[9] If statistics are collected about something, it is less likely to be ignored than if no information is available about it. Statistics are useful for making decisions, setting policy, describing the condition of something, and assessing performance.

A variety of statistics are collected by local, state, and national institutions and jurisdictions. These statistics are used in the decision-making process. In libraries, for example, they are used locally to make decisions about budget allocations,

personnel, collections, and facilities. On the state level they can be used to appropriate state funds. In New York State, for example, $2.00 per pupil is allocated to school districts for library materials. On the national level many federal funds are distributed through block grants. Statistical formulas are used for determining allocations, fostering increased interest in the federal statistics used as the basis for these formulas.

A number of proposals involving state and federal funding for LMCs were recommended for action at the Second White House Conference on Library and Information Services by the three youth divisions of the American Library Association -- American Association of School Librarians, Association for Library Service to Children, and the Young Adult Services Division.[10] Factual data (i.e., statistics) about LMC programs and services are needed to guide policy makers at the state and national levels. Without such data, decision-makers with the power to influence changes can only guess as to the condition of LMCs and the support they provide to instructional programs in our schools. The latest figures available from the National Center for Education Statistics are from half a decade ago, 1985-86.

One of the proposals recommended for action was to "develop federal legislation to establish a nation-wide resource-sharing network that includes school library media programs as equal partners and ensures that all youth have access equal to that of other citizens to the nation's library resources."[11] The contribution of LMC collections to circulation activity in existing

resource-sharing networks would be valuable information to promote this recommendation. Statistics from states that already have such networks in place could encourage decision-makers at the federal level to support the proposal. If the proposal were enacted into law, these statistics could be used to determine budget allocation.

Statistics describing the condition of LMCs and assessing their performance are rarely published. Lack of information about the status of LMC programs and their effects on education hampers people with the power to make decisions and set policies that govern education.

Policy-making includes deciding what programs are worthy of attention. Available statistical data help policy makers decide which programs to support. As LMSs we should want policy makers to be aware of the contributions of LMC programs to the schools which they support.

## The Study

Phase Two of this study had two objectives. The first was to determine what LMC statistics were being collected by state agencies. No information on LMC statistics collected by state agencies is available, other than a 1984 report of a study of academic, public, and school libraries.[12] That study contained less detail about LMC statistics than the current study. The second objective was to determine what circulation statistics were being collected by the LMS in elementary and middle schools, containing any grade level combination within pre-Kindergarten

through 8. The age range was limited because this study was part of a larger investigation of the use of children's materials in school and public libraries, and the age levels of the children had to be comparable.

Individual LMSs were surveyed in order to determine if they were collecting circulation statistics even if not required to do so for a state or local report. It was assumed that more LMSs were collecting this type of data than were required to.

State education agencies were surveyed in the fall of 1990. They were asked whether they collected any statistics relating to school library media centers, and if they did so, whether the statistics were published. In addition, they were asked to send a copy of the school report form they distribute regularly. Two follow-ups, one by mail and one by telephone, resulted in the participation of 49 out of 50 state agencies.

State education agencies send report forms to all public school districts in the state, usually annually. They request information about number of days in session, length of school day, opening and closing dates, minimums per day spent on each academic subject and/or number of weeks each subject is studied, number of courses and/or credits provided in each subject, whether the district is in compliance with the various state standards, school expenditures, number of teachers, and so on. These forms were read, data items pertaining to LMCs were noted, and the latter items were categorized after all the states' forms had been perused.

Surveys were also mailed to a nationwide sample of 4500 LMSs in public and private schools in the fall of 1990. Subtracting the 27 schools that reported having no LMCs and the 8 surveys returned by the Post Office as undeliverable resulted in a sample of 4,465. This survey contained questions about whether annual circulation statistics were collected, and if so, what kinds of circulation statistics were recorded. The random sample was set up so that schools in all 50 states and the District of Columbia, ranging from very small to very large, were sampled in proportion to their actual occurrence nationwide. Size was defined according to student population. The aim was to ensure that the sample was a good representation of all LMCs. A follow-up mailing resulted in a return rate of 57.7%.

Descriptive statistics were used to analyze the data: numbers and percentages of LMCs collecting annual circulation statistics, and numbers and percentages showing the particular circulation statistics collected, in terms of print/nonprint formats and fiction/nonfiction. A question on whether an automated circulation system was in use was included to determine the ease of collecting circulation data, even if it was not being collected at the time of the survey. Finally, the frequencies of collecting circulation statistics were compared according to size of library for both elementary and middle schools.

## Findings

Almost half the states (N=24) were not regularly collecting any statistics about LMCs. Agencies of three of these states

reported they were considering regular collection of LMC statistics, however. It would be impossible to compare any single statistic across all states because no single LMC statistic was collected by all states. It would also be difficult to compare statistics because they are often defined differently.

Three types of statistics are collected by a majority of the state agencies that collect LMC statistics. They are expenditures, holdings, and personnel statistics. Table 1 lists the categories of LMC statistics collected by state agencies. If we assume that the statistics the states choose to collect reflect their perceived importance, we can conclude that the states are concerned with the budget for LMCs, the size of collections, and staffing patterns. These figures provide an incomplete picture of the condition of LMCs, however, while providing no information with which to assess their performance. An incomplete picture is presented, for example, because the size of a collection does not address the fact that it may contain many outdated materials or materials that no longer support the changing curriculum, or that size of a collection should vary according to a school's student population.

Table 1

Categories of Statistics Collected by State Education Agencies

| Categories of Statistics | Percent Collecting | Number Collecting |
|---|---|---|
| Budget/Expenditures | 28 | 14 |
| Holdings | 26 | 13 |
| Staff | 26 | 13 |
| Equipment | 18 | 9 |
| Services | 18 | 9 |
| Facilities | 14 | 7 |
| Circulation | 12 | 6 |
| Automation | 10 | 5 |
| Users | 2 | 1 |

Looking at the entire list of categories in Table 1, one can easily conclude that services do not seem to be a big priority. Few states collect services data, and there is neither consistency nor uniformity in the services data requested or in other data that might be used for assessment. Table 2 provides a complete listing of the types of services statistics collected by state agencies.

Table 2

Services Statistics Collected by State Education Agencies

| Statistics Collected | Percent Collecting | Number Collecting |
|---|---|---|
| Teaching of skills | 14 | 7 |
| Planning with teachers | 8 | 4 |
| Interlibrary loan | 8 | 4 |
| Reference | 6 | 3 |
| Preparation of bibliographies | 4 | 2 |
| Production of materials | 4 | 2 |
| Special programs | 4 | 2 |
| Supervision of study halls | 2 | 1 |

The following statistics collected by state agencies include some performance/assessment data: use of facilities, teaching of skills, circulation of materials, planning with teachers, interlibrary loaning, reference assistance, preparation of bibliographies, production of instructional materials, supervision of study halls, and users. Less than a handful of states collect most of these data.

The circulation statistics collected by states is illustrative of the lack of uniformity in the data collected. One state collects circulation per typical week, another collects annual circulation and in-house use for book and nonbook materials, two others collect interlibrary loan data, and a fifth collects annual circulation for print and nonprint materials. None of these states collects comparable circulation figures, indicating a lack of consensus on what to measure and how to measure it.

Approximately 53% of the elementary and middle school respondents reported collecting circulation data, in contrast to 12% of the state agencies. Use of materials as measured by circulation statistics was evidently considered important data by the majority of school respondents, despite the many demands on their time. Size of a school's student population was related to the collection of circulation statistics, as shown by the data in Table 3. The smallest schools were least likely to collect these statistics. A possible reason for this finding is that small schools are less likely to have a full-time LMS who has the time to provide a variety of services, including management reports. Only

18.4% of the schools had automated circulation systems, although some volunteered that they were in the process of automating or that automation was planned.

Table 3

Collection of Circulation Statistics in LMCs According to Size of Student Population

| Elementary Schools (population) | Middle Schools (population) | Percent Collecting | Number Collecting |
|---|---|---|---|
| 1-299 | -- | 39.1 | 339 |
| 300-499 | -- | 53.4 | 227 |
| 500 and more | -- | 61.1 | 500 |
| -- | 1-499 | 54.1 | 80 |
| -- | 500-999 | 79.2 | 126 |
| -- | 1,000 and more | 71.9 | 23 |

School respondents collected circulation statistics for a variety of reasons, as shown in Table 4. Although most were required to keep statistics, over 45% of those who collected them did so for their own purposes. The statistics were often included in reports to principals, superintendents, or boards of education, entirely on the individual initiative of the LMS. The following statements are unsolicited comments from survey respondents: "I have been waiting for someone to ask me this question. I can justify purchases in certain areas based on my circulation count. (The count indicates to me which books are read the most.)" "We are hoping [to use circulation statistics] to make our administration aware of the need to place more priority on the library program in our school district." "I like to know what are

heavily used topics."

Table 4

Reasons Schools Kept Circulation Statistics

| Reasons Statistics Were Kept | Percent Collecting | Number Collecting |
|---|---|---|
| LMS wanted to, for management purposes | 45.1 | 607 |
| School district report | 34.5 | 464 |
| State report | 17.7 | 238 |
| Other report | 2.7 | 37 |

Information was also collected in this survey about the kinds of print and nonprint circulation statistics collected:

1. Of respondents who collected circulation statistics, 57.5% collected them for print and nonprint materials, 40.8% for print only, 1.5% for nonprint only, and .2% for "other".

2. Of respondents who collected statistics for print and nonprint materials, 80.8% recorded separate statistics for the two forms of materials.

3. Of respondents who collected separate statistics for nonprint materials, 52.5% collected a single total while 47.5% recorded nonprint statistics by format, as illustrated in Table 5.

Table 5

Nonprint Circulation Statistics Collected Separately in LMCs

| Formats Collected Separately | Percent Collecting | Number Collecting |
|---|---|---|
| Videos | 48.2 | 303 |
| Filmstrips | 46.5 | 292 |
| Multimedia kits | 41.7 | 262 |
| Audio tapes | 36.1 | 227 |
| Book/audio tape combinations | 29.0 | 182 |
| Pictures | 27.9 | 175 |
| Films | 26.4 | 166 |
| Slides | 21.8 | 137 |
| Book/record combinations | 21.3 | 134 |
| Records | 21.0 | 132 |
| Other nonprint | 8.3 | 52 |
| Computer software | 7.0 | 44 |
| Compact discs | 4.3 | 27 |
| Toys | 4.0 | 25 |
| Transparencies | 2.1 | 13 |

Finally, information was collected about the kinds of fiction and nonfiction circulation statistics collected:

1. Of respondents who collected statistics, 66.7% or two out of three, recorded separate statistics for fiction and nonfiction.

2. Of respondents who collected separate fiction and nonfiction statistics, 55.2% further subdivided the fiction statistics by some combination of fiction, easy fiction, readers, and so on.

3. Of respondents who recorded separate fiction and nonfiction circulation statistics, 70.8% recorded nonfiction by broad class number (i.e., by the Dewey hundreds: 100s, 200s ...).

## Conclusion

Almost half of the states neglected to include any information about LMCs on their school report forms. Even with the sustained interest in school reform over the past decade, the potential contribution of LMC programs and services seems to have escaped the attention of policy makers at the state level. The importance of these policy makers cannot be underestimated, as the states' contribution to public elementary and secondary education is so great -- estimated at 49.8% of all education funds expended in the United States in 1986-87.[13]

If any single statistic is added to state or national reports, circulation is a strong candidate. It is already being collected by a majority of LMSs at the elementary and middle school levels, if this sample is representative of the total population. LMSs at the secondary level are arguably more likely to be collecting this statistic, particularly because they are more likely to have automated circulation systems and to have clerical assistance.

In addition to being a collectible statistic, circulation is recognized as a more appropriate measure in school input-output research than measures such as size of collection. Miller wrote, "With regard to school instructional materials, their dating, relevancy, and use are more important data for researchers than present statistics."[14] Bridge has questioned the use of library size measures to test the impact of LMC resources on pupil performance, rather than book circulation.[15] New York State investigators also agreed that "more appropriately defined

dimensions of the school library such as types of holdings and rate of circulation... may be more likely to produce a realistic picture of the library's contribution to student achievement."[16]

Of course, raw numbers do not provide an accurate description upon which to base an assessment. Any statistics collected should be expressed in terms of student population or some other meaningful proportion, which also makes it possible to compare them if so desired. In addition, they should be defined in the same way so that everyone is counting in identical ways.

The most difficult decision to be made regarding collection of these statistics is what to measure and how to measure it. What information, expressed statistically, would present useful data to policy makers in positions of power and would be equally useful for building and system level management? Is it possible to collect that information easily? What measures would be used to capture the data? The answers to these questions can only be made by knowledgeable persons within the profession. A first step, however, is to recognize the need to collect statistics.

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## PHASE 3

Money for libraries may never flow as freely as it did in the 1960s. Today both school and public libraries are dealing with budget constraints. Since both types of libraries within a community serve juvenile populations, it would be worthwhile to investigate and take advantage of any differences found in the use of their juvenile collections. If school and public libraries capitalized on their differences by specializing, together they could offer a wider variety of juvenile materials than either one could individually provide.

Comparative studies of the use of children's collections in school and public libraries remain a means of identifying these differences. Certain generalizations about differences in use may eventually be made if evidence continues to support earlier findings.[1] If generalizations can be made, they could guide selection and acquisition decisions. At present, comparative studies have received no attention beyond a collection overlap study and this author's pilot study of use.[2]

The present study sought to build upon the author's pilot study by introducing more control and using libraries in a different region of the country.[3] An element of control was introduced by studying circulation of the juvenile collections of <u>all</u> the elementary school and public libraries in a single community to ensure that the same school-age children were using both kinds of libraries. Of course, pre-school age children and adults also account for some of the use of these collections. In

the earlier pilot study circulation data were collected from only one of the four elementary school libraries and one of the two public libraries in a suburban community. The earlier study was of libraries in the Northeast region of the United States. The present study was of Midwestern libraries. In addition, two different types of communities were studied, rural as well as suburban. Differences in the findings between these two types of communities might indicate whether there may be differences in rural and suburban use of children's collections.

## Objectives

The goal of Phase Three of this study was to investigate similarities and differences in the use of children's collections in two paired sets of school and public libraries in the same communities. One set was in a rural community, the other in a suburban community. The original objectives of the study were to look for differences in usage patterns (1) by format of material used (i.e., book and nonbook), (2) by type of material used (i.e., easy fiction, fiction, and nonfiction), and (3) by subject of material used (i.e., according to Dewey classification number), and to determine predictors of use among eight selected variables.

The lack of statistical data on the use of children's collections documented in the first two phases of this study meant that two revisions had to be made to the objectives in this final phase. First, the investigation was limited to circulation of books, due to lack of uniform circulation data on nonbook materials. Second, predictors of circulation of public library

juvenile collections and elementary school library media collections could not be determined because the costs in terms of time and money to collect an adequate sampling of libraries was beyond the means of this study. (The surveys conducted as part of the first two phases of this investigation found that while the majority of libraries collected the needed circulation statistics, they were not readily available through local, state, or federal channels.)

## Limitations

One limitation was the likelihood of error in the hand-tallied data. While it was possible to verify whether errors had occurred in the suburban hand-tallied data, it was not possible to do so with the rural data. It must be noted that most of the circulation data were collected from automated systems, however. In addition, the rural hand-tallied data were collected by the library director, a degreed professional.

Differences in cataloging practices were a second limitation. It is possible that the same books were assigned different Dewey Decimal Classification numbers in the school library media centers than they were in the public libraries. It is also possible that some books were cataloged as fiction in one library and nonfiction in another. These possibilities were probably rare enough occurrences that they would have little affect on the findings. Due to the sheer numbers of books involved, it was not possible to determine the extent of cataloging differences.

Several known cataloging differences did surface during

preparation to collect circulation data for the suburban libraries. These differences involved a small percentage of the total circulation in these libraries and were too slight to affect the findings reported here. Excluded from the figures reported in this study were school circulations of Caldecott award books classed as nonfiction/biography, Indiana Collection books, nonfiction Newbery award books, and uncataloged paperback nonfiction since there was no way to determine how many were nonfiction as opposed to biography, or to identify the Dewey numbers of the nonfiction. These circulations accounted for 1.52% of the schools' October 1991 nonfiction circulations. Young Hoosier book circulations were also excluded. These books are predominantly fiction, and accounted for approximately 11.34% of the total October 1991 fiction circulation in the schools. Excluded from the suburban public library figures were books classed as Holiday (Children's), Caldecott/Newbery, and Young Hoosier. The Holiday books are a combination of easy fiction and readers, plus a few fiction. The Caldecott/Newbery books are a combination of the above plus a few nonfiction, as are the Young Hoosier books. These books represented 5.65% of the total juvenile book circulations, not counting biographies, which were not included in the study.

## Research Questions

Two research questions were addressed:

(1) Are there significant differences between the proportions of easy fiction, fiction, and nonfiction books circulated in the children's collections of the school and public library pairs?

(Easy fiction was defined to include picture books, easy readers, and board books -- i.e., anything not cataloged as juvenile fiction or nonfiction).

(2) Is there a significant relationship between the subjects of nonfiction books that are used in the children's collections of each school and public library pair? (Subjects are Dewey classes broken down by hundreds or by tens -- i.e., 000 - 099, 100 - 199... 900-999; or 000 -009, 010 019...990-999).

## Data Collection

Two sets of Midwestern school and public library systems were studied, one pair of rural and one pair of suburban school and public library systems with identical physical boundaries for their service areas. The libraries were chosen based on the ease of data collection since it would have been physically impossible to manually collect the required circulation data.

Data were collected in 1991. The rural circulation data were collected for a two week period, April 22 - May 3. The school data were provided by an automated circulation system. The juvenile circulation data provided by the public library were hand-tallied by the Director. The suburban circulation data were collected for the month of October due to the unforeseen closing of one of the school media centers the previous Spring. The school data were provided mainly by an automated circulation system, except for some of the nonfiction data, which had to be collected manually. The juvenile circulation data from the public library system were provided by an automated circulation system.

## Data Analysis

The research questions under study were re-stated as null hypotheses for purposes of data analysis. The first question was re-stated, There is no significant difference between the proportion of (a) easy fiction, or (b) fiction, or (c) nonfiction books that are circulated in the children's collections of each of the public and elementary school library pairs.

The first hypothesis was tested using a form of the t-test that measures the significance of the difference between independent sample proportions. The strength of all significant relationships was measured by converting the values of t to the point biserial correlation coefficient.

Regarding the rural libraries, the null hypothesis is rejected. The public library circulated proportionally more easy fiction, and the school library media center circulated proportionally more fiction and nonfiction. There was a highly significant difference between the school and public libraries' circulation of easy fiction and nonfiction, and a significant difference of lesser degree in the circulation of fiction. The point biserial correlation coefficients for easy fiction, fiction, and nonfiction are .19, .06, and .16, respectively. They indicate a weak relationship between type of library and use of these books. Table 1 illustrates the results.

Table 1

Circulation of Easy Fiction, Fiction, and Nonfiction in the Rural Libraries

| Book Type | No. of Circulations Public | School | % of Circulations Public | School | t |
|---|---|---|---|---|---|
| Easy | 383 | 387 | 53 | 30 | 8.08* |
| Fiction | 90 | 393 | 24 | 30 | 2.38** |
| Nonfiction | 89 | 525 | 23 | 40 | 6.69* |

*Significant at P = .01. **Significant at P = .05.

Regarding the suburban libraries, the null hypothesis is also rejected for all book types -- easy fiction, fiction, and nonfiction. The public library circulated proportionally more easy fiction, and the school library media centers circulated proportionally more fiction and nonfiction. A statistically significant difference existed in the circulation of all book types, as Table 2 shows. The point biserial correlation coefficients for easy fiction, fiction, and nonfiction are .70, .58, and .44, respectively. They indicate a moderate relationship between type of library and use of these books.

Table 2

Circulation of Easy Fiction, Fiction, and Nonfiction in the Suburban Libraries

| Book Type | No. of Circulations Public | School | % of Circulations Public | School | t |
|---|---|---|---|---|---|
| Easy | 12,242 | 7567 | 60 | 32 | 56.00* |
| Fiction | 3,149 | 7489 | 16 | 32 | -40.00* |
| Nonfiction | 4,859 | 8426 | 24 | 36 | -27.91* |

*Significant at P = .01.

The second research question was re-stated as a null hypothesis in this way, There is no significant difference between the ranked subjects of nonfiction books that are circulated in the children's collections of each of the public and elementary school library pairs. The second hypothesis was tested in two ways using the Spearman rank order correlation coefficient. This statistic yields a single measure of the relationship between two sets of rankings. The Spearman correlation coefficient was then tested for significance by comparing it to a table of critical values.

The hypothesis was first tested by ranking the proportion of nonfiction circulation accounted for by the Dewey decimal classes grouped by hundreds (for example 500-599, 600-699) because broad groupings are more likely to be generalizable than narrow groupings. The ranking was straightforward for the rural libraries but less so for the suburban libraries. In the latter case, the school data for easy nonfiction books (as opposed to the other nonfiction) was reported as a single figure for the Dewey classes 000-397. It was necessary to reconstruct the data to fit into classes grouped by hundreds (i.e., 000s, 100s, 200s, 300s) because a check of the data, comparing the total 000-399 hand-tallied circulation count to the machine-reported 000-399 circulation count, revealed an undercount of the hand-tallied data. This reconstruction was accomplished by using a range of numbers within which the true circulation figure resided. The ranges were constructed by adding the known figure for regular nonfiction (collected by machine) to the hand-tallied figure for easy

nonfiction (collected by personnel within each school) in each of the first four hundreds classes. Finally, the number representing the undercount for the 000-399s was added to each of the first four hundreds classes since it was not known in which class or classes the undercount occurred. Because the circulation range of the 100s overlapped with the 400s circulation figure, the 100s and 400s were ranked as a tie for purposes of the correlation computation.

The findings for the rural pair are presented in Table 3. They show an extremely high correlation that is highly significant statistically, thus the analysis failed to reject the second null hypothesis in this case. The rankings of nonfiction circulations are almost identical. In other words, subjects with high circulation proportions in one library tended to have high circulation proportions in the other, and vice versa.

Table 3

Comparison of Nonfiction Circulation Rankings
by Broad Dewey Class -- Rural Libraries

| Dewey Classes | Rankings | | No. of Circulations | | % of Circulation | |
|---|---|---|---|---|---|---|
| | Public | School | Public | School | Public | School |
| 000s | 9.5 | 9 | 0 | 9 | 0 | 1.71 |
| 100s | 9.5 | 10 | 0 | 1 | 0 | .19 |
| 200s | 6.5 | 7 | 4 | 13 | 4.49 | 2.47 |
| 300s | 5 | 5 | 7 | 44 | 7.87 | 8.38 |
| 400s | 8 | 8 | 1 | 11 | 1.12 | 2.09 |
| 500s | 1 | 1 | 33 | 204 | 37.08 | 38.86 |
| 600s | 2 | 2 | 20 | 78 | 22.47 | 14.86 |
| 700s | 3 | 3 | 12 | 70 | 13.48 | 13.33 |
| 800s | 6.5 | 6 | 4 | 38 | 4.49 | 7.24 |
| 900s | 4 | 4 | 8 | 57 | 8.99 | 10.86 |

Spearman r = .99. Significant at P = .01.

The findings for the suburban pair are presented in Table 4. They show a high correlation that is highly significant statistically, thus the analysis failed to reject the second null hypothesis in this case as well. Subjects with high circulation proportions in one library tended to have high circulation proportions in the other, and vice versa. Five of the Dewey classes have identical rankings for both types of libraries, and the discrepancies in rankings among the other Dewey classes are not great. The same Dewey classes appear in the top five ranks for both: 300s, 500s, 600s, 700s, and 900s.

Table 4

Comparison of Nonfiction Circulation Rankings by Broad Dewey Class -- Suburban Libraries

| Dewey Classes | Rankings | | No. of Circulations | | % of Circulation | |
|---|---|---|---|---|---|---|
| | Public | School | Public | School | Public | School |
| 000s | 7 | 7 | 101 | 256-319 | 2.08 | 3.41* |
| 100s | 9 | 8.5 | 61 | 88-152 | 1.26 | 1.42* |
| 200s | 8 | 10 | 84 | 17- 79 | 1.73 | .57* |
| 300s | 2 | 5 | 936 | 773-840 | 19.26 | 9.57* |
| 400s | 10 | 8.5 | 47 | 128 | .97 | 1.52 |
| 500s | 1 | 1 | 1564 | 2358 | 32.19 | 27.98 |
| 600s | 3 | 3 | 656 | 1368 | 13.50 | 16.24 |
| 700s | 5 | 2 | 608 | 2012 | 12.51 | 23.88 |
| 800s | 6 | 6 | 182 | 505 | 3.75 | 5.99 |
| 900s | 4 | 4 | 620 | 856 | 12.76 | 10.16 |

*Approximate percentage, based on the average of the circulation range.

Spearman r = .85. Significant at P = .01.

The second hypothesis was next tested by computing separate Spearman correlation coefficients for each of the top five ranked

Dewey classes in terms of circulation, for the rural libraries only. It was not possible to test the hypothesis in this way for the suburban libraries because of inaccuracies in the hand-tallied data. The Dewey classes were broken down into subclasses by tens (e.g., 500-509, 510-519, 520-529), and the proportion of circulation attributed to each subclass within the class was ranked for the rural library pair. Circulation within these finer groupings is probably subject to more local deviation than is circulation within the broader groupings. A fairly strong statistically significant relationship between public and school library circulation was found in the 500s, as shown in Table 5. Books circulating in the 500s tended to be on the same subjects (i.e., from the same subclasses), whereas books that circulated within the 300, 600, 700, and 900 classes in the rural pair tended to be on different subjects (i.e., from different subclasses). Thus the null hypothesis was rejected for the 300s, 600s, 700s, and 900s, but analysis failed to reject it for the 500s when finer subject groupings were used.

Table 5

Comparison of Nonfiction Circulation Rankings within the 500 Class -- Rural Libraries

| Dewey Classes | Rankings | | No. of Circulations | | % of Circulation | |
|---|---|---|---|---|---|---|
| | Public | School | Public | School | Public | School |
| 500s | 6 | 5 | 1 | 10 | 3.03 | 4.90 |
| 510s | 6 | 10 | 1 | 0 | 3.03 | 0 |
| 520s | 3 | 3 | 4 | 15 | 12.12 | 7.35 |
| 530s | 9 | 8 | 0 | 3 | 0 | 1.47 |
| 540s | 9 | 7 | 0 | 5 | 0 | 2.45 |
| 550s | 2 | 4 | 6 | 14 | 18.18 | 6.86 |
| 560s | 6 | 2 | 1 | 45 | 3.03 | 22.06 |
| 570s | 4 | 6 | 2 | 6 | 6.06 | 2.94 |
| 580s | 9 | 9 | 0 | 2 | 0 | 9.80 |
| 590s | 1 | 1 | 18 | 104 | 54.55 | 50.98 |

Spearman r = .72. Significant at P = .05.

## Discussion

Differences between public and school library easy fiction and nonfiction circulations were found with both the rural and suburban systems. These results are identical to those of the earlier study.[4] (The rural/suburban factor did not affect circulation of these book types.) The public library circulated proportionally more easy fiction while the school library media center circulated proportionally more nonfiction. Let us analyze possible reasons for these differences.

In the case of easy fiction, users may account for the differences between the two types of libraries. Potential users of easy fiction in public libraries consist of the caregivers of pre-school age children, primary school children, teachers, and other adults who have an interest in children's literature. Users of easy fiction in elementary school library media centers consist of

students, teachers, and other adult staff members. Public libraries quite simply serve a larger age span of young children who are prime users of easy fiction (i.e., ages birth - 8), than school library media centers do. Thus public libraries may reasonably be expected to circulate more easy fiction.

At least in this study, the median age of the communities did not greatly affect the circulation of easy fiction. The median age of the rural community was 39.4 years, and that of the suburban community was 35.5 years.[5] The percentage of the population under the age of 18 in the rural and suburban communities was 23% and 29%, respectively.[6] Perhaps if there had been greater differences in the age demographics, the results would have been different.

Differences between the school and public library in the circulation of fiction and nonfiction books may be attributable to access, while age, school assignments, and cataloging practices may also affect circulation of nonfiction. The use of nonfiction may be related to age, just as the use of easy fiction may be. As children grow their horizons expand from their immediate environment to the greater world. Thus their interests may be assumed to be wider as they grow older. A study by Fasick and England supports this supposition. In their study older children expressed a greater variety of subject interests than did younger children.[7] In addition, a study by Wiedrick found fifth and sixth graders in open space schools borrowed slightly more nonfiction than fiction books.[8] Since children ages 9 - 12 (i.e., older children) constitute a greater proportion of the age group served

by elementary school library media centers than they do of the age group served by children's collections in public libraries, the school media centers may be expected to circulate proportionally more nonfiction.

Access no doubt also played a part in the finding that nonfiction circulated proportionally more in school media centers. Children who needed to use library resources for their schoolwork probably found it more difficult to get to the public library than to the media centers located within each school building. Unless they were able to walk to the public library, children were dependent upon caregivers to drive them there. Caregivers are arguably more likely to use the public library to obtain materials for their pre-schoolers than for older children in the family.

The teaching process is closely related to access as a probable factor in the difference in the use of nonfiction in the two types of libraries. While children used the public libraries as individuals, they used the school library media centers both as individuals and as part of class-size and smaller groups. Teacher-directed group use of the media centers for school assignments can be presumed to incorporate heavy use of reference and other nonfiction materials. This type of directed use of the elementary school library media centers may have contributed to their higher proportional use of nonfiction.

Cataloging practices may also affect the use of nonfiction in school and public libraries if nonfiction books in a picture book format are cataloged as picture books in the easy fiction section

rather than as nonfiction. This practice may occur more often in public libraries than in schools because subject access is very important in school library media centers. Nonfiction for pre-school and primary age children may be cataloged as easy fiction rather than nonfiction to make sure it is located in the same area as other books for this age group. If this practice occurs, it would be difficult to ascertain the true use of nonfiction or easy fiction. Interestingly, the suburban school system libraries had two categories of nonfiction, easy nonfiction and (regular) nonfiction, presumably to ensure identification of suitable nonfiction for younger children and to provide greater subject access to those materials by those children. The public library system in the same community did not classify nonfiction this way.

While many differences were found between school and public libraries in the circulation of books by type (i.e., fiction, easy fiction, and nonfiction), circulation of children's books by subject was remarkably similar in all the libraries. The Dewey classes 300, 500, 600, 700, and 900 ranked in the top five, although not in the same sequence in every library. This finding is identical to that of the earlier study.[9] Subject circulation showed little variation by community (suburban and rural), as illustrated earlier in Tables 3 and 4, or by library type (school and public). Tables 6 and 7 illustrate the remarkable similarities in subject circulation between the public libraries and the elementary school library media centers in the two communities. The Spearman correlations are high and highly significant

statistically. In fact, the correlation between subject circulation in the school library media centers in the two communities is slightly higher than the correlations between the school and public libraries' subject circulation in the suburban community. The factor or factors that may have accounted for this finding were beyond the scope of this study.

Table 6

Comparison of Nonfiction Circulation Rankings by Broad Dewey Class -- Public Libraries

| Dewey Classes | Rankings | | No. of Circulations | | % of Circulation | |
|---|---|---|---|---|---|---|
| | Suburban | Rural | Suburban | Rural | Suburban | Rural |
| 000s | 7 | 9.5 | 101 | 0 | 2.08 | 0 |
| 100s | 9 | 9.5 | 61 | 0 | 1.26 | 0 |
| 200s | 8 | 6.5 | 84 | 4 | 1.73 | 4.49 |
| 300s | 2 | 5 | 936 | 7 | 19.26 | 7.87 |
| 400s | 10 | 8 | 47 | 1 | .97 | 1.12 |
| 500s | 1 | 1 | 1564 | 33 | 32.19 | 37.08 |
| 600s | 3 | 2 | 656 | 20 | 13.50 | 22.47 |
| 700s | 5 | 3 | 608 | 12 | 12.51 | 13.48 |
| 800s | 6 | 6.5 | 182 | 4 | 3.75 | 4.49 |
| 900s | 4 | 4 | 620 | 8 | 12.76 | 8.99 |

Spearman r = .84. Significant at P = .01.

Table 7

Comparison of Nonfiction Circulation Rankings
by Broad Dewey Class -- Elementary School Library Media Centers

| Dewey Classes | Rankings | | No. of Circulations | | % of Circulation | |
|---|---|---|---|---|---|---|
| | Suburban | Rural | Suburban | Rural | Suburban | Rural |
| 000s | 7 | 9 | 256-319 | 9 | 3.41* | 1.71 |
| 100s | 8.5 | 10 | 88-152 | 1 | 1.42* | .19 |
| 200s | 10 | 7 | 17- 79 | 13 | .57* | 2.47 |
| 300s | 5 | 5 | 773-840 | 44 | 9.57* | 8.38 |
| 400s | 8.5 | 8 | 128 | 11 | 1.52 | 2.09 |
| 500s | 1 | 1 | 2358 | 204 | 27.98 | 38.86 |
| 600s | 3 | 2 | 1368 | 78 | 16.24 | 14.86 |
| 700s | 2 | 3 | 2012 | 70 | 23.88 | 13.33 |
| 800s | 6 | 6 | 505 | 38 | 5.99 | 7.24 |
| 900s | 4 | 4 | 856 | 57 | 10.16 | 10.86 |

*Approximate percentage, based on the average of the circulation range.

Spearman r = .89. Significant at P = .01.

## Conclusion

This study has implications for the selection and cooperative acquisition of materials in school and public libraries. Public libraries and school library media centers could collect more comprehensively in areas which exhibit greater proportional use, and thus have complementary collections. In all cases reported to date, that would mean public libraries should acquire more easy fiction than juvenile fiction or nonfiction, and elementary school library media centers should acquire more nonfiction. Available data indicate that while books in the same five Dewey classes circulated most often in school and public libraries, each library generally circulated different subsets within these classes. The implication for cooperative acquisition is that school and public

libraries in the same area should know how their nonfiction collections are being used, making decisions as to which libraries will collect more comprehensively in specific subjects than other libraries. There is little room in any library's budget for unnecessary duplication of materials.

If further study upholds the findings of the present study and the pilot study upon which it is based, local differences in use would preclude any generalization of nonfiction circulation, with one exception: the most highly circulated juvenile nonfiction books seem to be in the 300, 500, 600, 700, and 900 Dewey classes. A more fruitful approach to gaining knowledge about the use of children's collections would be to identify factors that explain the local variations. These factors could include such things as school curriculum and users, as well as factors found by Parker and Paisley to predict juvenile book circulation in public libraries.[10] If factors accounting for varying patterns of circulation were discovered, it would be possible to predict circulation of children's books in individual libraries. The ability to predict circulation could result in more useful collections.

## References


1. Kathleen Garland, "Children's Materials in the Public Library and the School Library Media Center in the Same Community: A Comparative Study of Use," Library Quarterly 59 (October 1989): 326-338.

2. See Carol A. Doll, "A Comparison of Children's Collections in Public and Elementary School Libraries," Collection Management 7 (Spring 1985):47-59; Carol A. Doll, "A Study of Overlap and Duplication among Children's Collections in Selected Public and Elementary School Libraries," Library Quarterly 54 (July 1984): 277-89; Garland, "Children's Materials," p. 326-38.

3. Garland, "Children's Materials."

4. Ibid., p. 331-32.

5. U.S., Bureau of the Census, 1990 Census of Population and Housing: Summary Population and Housing Characteristics, Indiana (CPH-1-16) (Washington, DC: Government Printing Office, 1991)

6. Ibid.

7. Adele M. Fasick and Claire England, Children Using Media: Reading and Viewing Preferences among Users and Non-Users of the Regina Public Library (Toronto: University of Toronto, Center for Research in Librarianship, 1977), p. 46-47.

8. Laurence George Wiedrick, "Student Use of School Libraries in Edmonton Open Area Elementary Schools" (Ed.D. dissertation, University of Oregon, 1973), p.94.

9. Ibid., p. 333.

10. Edwin B. Parker and William J. Paisley, "Predicting Library Circulation from Community Characteristics," The Public Opinion Quarterly 24 (Spring 1965): 50-51.

## APPENDIX A

### Survey Forms

## Survey of Library Statistics Collected by State Agencies

1. Does your state collect public library statistics on a regular basis?

   yes ___ (Go to #2.)

   no ___ (Go to #4.)

2. How often are these statistics collected?

   annually ___

   biennially ___

   other ___ (Please explain.) _____

3. How may these statistics be obtained?

**Ordering Information:**

(Title of report) _____

(Order from) _____

(Address) _____

_____

_____

4. Does your state agency regularly collect any other statistics on children's library services and collections, besides those that may be collected for the report on public libraries referred to above?

   yes ___ (Go to #5.)

   no ___ (Go to end and complete last four lines.)

5. How may these statistics be obtained? (If there is more than one source of information, please write ordering information for the others on the back of this page.)

**Ordering Information:**

(Title of report) _____

(Order from) _____

(Address) _____

_____

_____

**Please do not forget to enclose a copy of your current report form for public libraries.**

Person completing this form: _____

Title: _____

Agency: _____

State: _____ Phone: (___) _____

**Survey on the Use of Children's Materials in Public Libraries**

1. Do you collect annual statistics on circulation of the children's (i.e. juvenile) collection in your library? (Children's collection means all materials identified by call number as being juvenile materials, as opposed to young adult or adult materials.)

___ yes (Go to #2.)

___ no (Go to #12.)

2. Are you required to collect annual circulation statistics?

___ yes (Go to #3.)

___ no (Go to #4.)

3. Are the statistics required for

a. ___ a state report?

b. ___ an internal library or system report?

c. ___ another reason? (Please explain below.)

_____

_____

4. Check off as many children's circulation statistics as you record.

a. ___ total annual circulations

b. ___ total monthly circulations

c. ___ total weekly circulations

d. ___ total daily circulations

5. For what formats do you collect circulation statistics? (Check only **one** answer.)

a. ___ print formats only (Go to #8.)

b. ___ nonprint formats only (Go to #7.)

c. ___ both print and nonprint formats (Go to #6.)

d. ___ other (Please explain below and go to #6.)

_____

_____

6. Do you record **separate** circulation statistics for the print and nonprint formats in the Children's Room?

___ yes (Go to #7.)

___ no (Go to #8.)

7. For what nonprint formats do you record **separate** circulation statistics?

a. ___ nonprint formats combined (i.e. reported as one figure)

b. ___ book/audio tape combinations

c. ___ book/record combinations

d. ___ audio tapes

e. ___ phonodiscs

f. ___ compact discs

g. ___ videos

h. ___ films

i. ___ pictures

j. ___ slides

k. ___ filmstrips

l. ___ multimedia kits

m. ___ toys

n. ___ other (Please explain below.)

_____

8. Do you record **separate** fiction and nonfiction circulation statistics for any of the formats in the Children's Room?

___ yes (Go to #9.)

___ no (Go to #12.)

9. Do you subdivide the fiction circulation statistics that you record – for example, into fiction and easy fiction?

___ yes (Go to #10.)

___ no (Go to #11.)

10. Check off as many fiction circulation statistics as you record **separately**.

a. ___ juvenile fiction (i.e. everything but b. through e. below)

b. ___ easy fiction (i.e. readers, picture books, and board books combined)

c. ___ readers

d. ___ picture books

e. ___ board books

f. ___ other (Please explain below.)

_____

_____

11. How do you record the nonfiction statistics?

a. ___ by a single total

b. ___ by broad class number (e.g. in Dewey: by 000s, 100s, 200s, etc.)

c. ___ by a more specific class number than b. above (e.g. in Dewey: 000-009, 010-019, 020-029, etc.)

**If you answered c., please explain below.**

_____

_____

12. Does your library have an automated circulation system?

___ yes

___ no

13. Which classification system does your library use?

a. ___ Dewey Decimal Classification

b. ___ Library of Congress Classification

c. ___ other

_____

**Person completing this form** _____ **Title** _____

**Library** _____ **State** _____ **Phone** (_____) _____

_____

**Funded under Higher Education Act Title II-B, United States Department of Education**

## Survey on Library Statistics Collected by State Agencies

1. Does your state collect statistics on school systems on a regular basis?

   yes ___ (Go to #2.)

   no ___ (Go to #4.)

2. How often are these statistics collected?

   annually ___

   biennially ___

   other ___ (Please explain.) _____

3. How may these statistics be obtained?

   **Ordering Information:**

   (Title of report) _____

   (Order from) _____

   (Address) _____

   _____

   _____

4. Does your state agency regularly collect any other statistics on children's library services and collections, **besides** those that may be collected for the report on school systems referred to above?

   yes ___ (Go to #5.)

   no ___ (Go to end and complete last four lines.)

5. How may these statistics be obtained? (If there is more than one source of information, please write ordering information for the others on the back of this page.)

   **Ordering Information:**

   (Title of report) _____

   (Order from) _____

   (Address) _____

   _____

   _____

**Please do not forget to enclose a copy of your current report form for school systems.**

Person completing this form: _____

Title: _____

Agency: _____

State: _____ Phone: (___) _____

1. Do you collect annual statistics on the circulation of materials in your library?

   ___ yes (Go to #2.)

   ___ no (Go to #12.)

2. Are you required to collect annual circulation statistics?

   ___ yes (Go to #3.)

   ___ no (Go to #4.)

3. Are the statistics required for

   a. ___ a state report?

   b. ___ an internal library or system report?

   c. ___ another reason? (Please explain below.)

   _____

   _____

4. Check off as many circulation statistics as you record.

   a. ___ total annual circulations

   b. ___ total monthly circulations

   c. ___ total weekly circulations

   d. ___ total daily circulations

5. For what formats do you collect circulation statistics? (Check only one answer.)

   a. ___ print formats only (Go to #8.)

   b. ___ nonprint formats only (Go to #7.)

   c. ___ both print and nonprint formats (Go to #6.)

   d. ___ other (Please explain below and go to #6.)

   _____

   _____

6. Do you record **separate** circulation statistics for the print and nonprint formats?

   ___ yes (Go to #7.)

   ___ no (Go to #8.)

7. For what nonprint formats do you record **separate** circulation statistics?

   a. ___ nonprint formats combined (i.e. reported as one figure)

   b. ___ book/audio tape combinations

   c. ___ book/record combinations

   d. ___ audio tapes

   e. ___ phonodiscs

   f. ___ compact discs

   g. ___ videos

   h. ___ films

   i. ___ pictures

   j. ___ slides

   k. ___ filmstrips

   l. ___ multimedia kits

   m. ___ toys

   n. ___ other (Please explain below.)

   _____

8. Do you record **separate** fiction and nonfiction circulation statistics for any formats?

___ yes (Go to #9.)

___ no (Go to #12.)

9. Do you subdivide the fiction circulation statistics that you record – for example, into fiction and easy fiction?

___ yes (Go to #10.)

___ no (Go to #11.)

10. Check off as many fiction circulation statistics as you record **separately**.

a. ___ juvenile fiction (i.e. everything but b. through e. below)

b. ___ easy fiction (i.e. readers, picture books, and board books combined)

c. ___ readers

d. ___ picture books

e. ___ board books

f. ___ other (Please explain below.)

_____

_____

11. How do you record the nonfiction statistics?

a. ___ by a single total

b. ___ by broad class number (e.g. in Dewey: by 000s, 100s, 200s, etc.)

c. ___ by a more specific class number than b. above (e.g. in Dewey: 000-009, 010-019, 020-029, etc.)

**If you answered c., please explain below.**

_____

_____

12. Does your library have an automated circulation system?

___ yes

___ no

13. Which classification system does your library use?

a. ___ Dewey Decimal Classification

b. ___ Library of Congress Classification

c. ___ other

_____

**Person completing this form** _____ **Title** _____

**School** _____ **State** _____ **Phone** (_____) _____

_____

## APPENDIX B

Directory of Statistics on Children's Library Programs

and Services Collected by State Agencies

**Directory of Statistics on Children's Library Programs and Services**

**Collected by State Agencies**

compiled by Kathleen Garland, State University of New York at Buffalo,
with assistance from Cathleen Carstens and Judith Galganski
as part of a study funded by the U.S. Department of Education under the Higher Education Act, Title II-B

## ALABAMA

Alabama Public Library Service
6030 Monticello Drive
Montgomery, Alabama 36130

Respondent: Margaret Murray, State Data Coordinator/Consultant

Statistics Collected: Number of juvenile books and nonprint materials circulated, number of library programs held in or outside the library for juveniles, and attendance at the programs.

Statistical Report: Library Directory and 1989 Statistical Report (Annual)

## ALASKA

Department of Education
Alaska State Libraries and Archives
P.O. Box G
Juneau, Alaska 99811

Respondent: George V. Smith, Deputy Director

Statistics Collected: Number of juvenile books circulated.

Statistical Report: Statistics of Alaska Public Libraries, FY 1989 (Annual)

## ARIZONA

Department of Library Archives and Public Records
State Capitol
Room 200
1700 West Washington
Phoenix, Arizona 85007

Respondent: Bob Machinski, State Data Coordinator

Statistics Collected: None



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## ARKANSAS

Arkansas State Library
One Capitol Mall
Little Rock, Arkansas 72201

Respondent: John A. "Pat" Murphey, Jr., State Librarian

Statistics Collected: Number of juvenile monographs added during the fiscal year, held at the end of the fiscal year and circulated during the year.

Statistical Report: Arkansas Public Library Statistics (Annual)

## CALIFORNIA

California State Library
Library Development Services
1001 Sixth Street, Suite 300
Sacramento, California 95814

Respondent: Collin Clark, Information Manager

Statistics Collected: Estimated population of children ages 0-14; expenditures for children's materials; and attendance at and number of library sponsored group programs for children.

Statistical Report: California Library Statistics (Annual)

## COLORADO

State Library and Adult Education Office
Colorado Department of Education
201 East Colfax Avenue, Room 309
Denver, Colorado 80203

Respondent: Keith Lance, Director, Library Research Service

Statistics Collected: Number of registered juvenile borrowers; number of juvenile materials circulated; number of children's group programs/presentations; and attendance at children's programs.

Statistical Report: Statistics and Input-Output Measures for Colorado Public Libraries (Annual)

## CONNECTICUT

Connecticut State Library
Middletown Library Service Center
786 South Main Street
Middletown, Connecticut 06457

Respondent: Rose Harrison, State Data Coordinator/Microcomputer Applications Consultant

Statistics Collected: Staff member (name and title) responsible for children's services; number of, attendance at, and budget for programs for children; availability of outreach services to day care centers and latchkey children; number of juvenile books and young adult books circulated; number of juvenile registered borrowers; number of juvenile books held, withdrawn and added; expenditures for juvenile books, periodicals and newspapers, audiovisual materials, and all other materials.

Statistical Report: Public Library Statistical Report and Salary Survey (Annual)

## DELAWARE

Division of Libraries
43 South DuPont Highway
Dover, Delaware 19901

Respondent: Robert E. Dugan, State Librarian

Statistics Collected: None, except for a listing of personnel by name, title, area of responsibility, years of library experience, and education or degree. This list might include children's librarians.

Statistical Report: Delaware Public Library Annual Report

## FLORIDA

State Library of Florida
R.A. Gray Building
Tallahassee, Florida 32399-0250

Respondent: Sandra Cooper, Chief, Bureau of Library Development

Statistics Collected: Report form is being revised. Statistics currently available include percentage of holdings that are juvenile materials; number of juvenile materials circulated; and number of and attendance at juvenile programs.

Statistical Report: Florida Library Directory With Statistics (Annual)

## GEORGIA

Division of Public Library Services
156 Trinity Avenue, S.W.
Atlanta, Georgia 30303-3692

Respondent: Diana Ray Tope, Deputy Director

Statistics Collected: None

## HAWAII

Hawaii State Public Library System
Department of Education
465 South King Street
Room B-1
Honolulu, Hawaii 96813

Respondent: Martha Hoverson, Head, Research and Evaluation Services Section

Statistics Collected: Number of programs by type, and attendance at programs; numbers of children registered in contests, summer reading programs, etc.; the number of displays, publicity items and media contacts, bibliographies, etc.; and the number of programs and talks to school classes by the school librarian in public/school libraries, including the names of schools, names of groups served other than schools, and materials used at each grade level.

Statistical Report: Hawaii State Public Library System Library Services For Children (Annual)

## IDAHO

Idaho State Library
325 West State Street
Boise, Idaho 83702

Respondent: Frank Nelson, Public Library Consultant

Statistics Collected: Number of juvenile books circulated.

Statistical Report: Idaho Public and District Library Annual Statistical Report Attn.: Pam Bradshaw

## ILLINOIS

Illinois State Library
300 South Second Street
Springfield, Illinois 62701-1796

Respondent: Carol J. Fox, Youth Services Consultant

Statistics Collected: Numbers of juvenile materials loaned and reference questions asked by children for the year and during typical weeks in October and April. A list of personnel by name, title, education (degree earned), gender, salary, and hours worked might include children's librarians.

Statistical Report: Illinois Public Library Statistics: A Guide for Librarians and Trustees (Annual)

## INDIANA

Indiana State Library
Extension Division
140 North Senate Avenue
Indianapolis, Indiana 46204

Respondent: Martha N. Roblee, Associate Director for Extension Services

Statistics Collected: Numbers of juvenile books and nonprint materials circulated, and attendance at programs for children.

Statistical Report: Statistics of Indiana Libraries (Annual)

## IOWA

State Library of Iowa
East 12th and Grand
Des Moines, Iowa 50319

Respondent: Gerry Rowland, Consultant (State Data Coordinator)

Statistics Collected: Number of juvenile books circulated.

Statistical Report: Iowa Public Library Statistics (Annual)

## KANSAS

Kansas State Library
State Capitol, Third Floor
Topeka, Kansas 66612

Respondent: Roy Bird, LSCA Coordinator/ Public Library Consultant

Statistics Collected: Number of juvenile books circulated. A list of personnel by position title, degrees earned, salary, and hours worked weekly might include children's librarians.

Statistical Report: Kansas Public Library Service: 1989 Directory and Statistics (Annual)

## KENTUCKY

Department for Libraries and Archives
300 Coffee Tree Road
P.O. Box 537
Frankfort, Kentucky 40602-0537

Respondent: Saundra Campbell, Research Analyst

Statistics Collected: Number of juvenile fiction and non-fiction books in collection at beginning of fiscal year, added and withdrawn during year, and in current collection; numbers of juvenile fiction and nonfiction books circulated; numbers of and attendance at story hours, summer reading programs and other children's programs; list of new children's programs conducted during the year; and the names of the person(s) responsible for children's services and the highest degree they earned.

Statistical Report: Statistical Report of Kentucky Public Libraries (Annual)

## LOUISIANA

State Library of Louisiana
P.O. Box 131
Baton Rouge, Louisiana 70821-0131

Respondent: Ben Brady, Associate State Librarian

Statistics Collected: Number of classroom collections in public and private schools being used as public service outlet deposit stations; and numbers of juvenile books held and circulated.

Statistical Report: Public Libraries in Louisiana, Statistical Report (Annual)

## MAINE

Maine State Library
Library Development Services
State House Station #64
Augusta, Maine 04333-0064

Respondent: Richard Arnold, LSCA Coordinator

Statistics Collected: Name of children's librarian; number of juvenile volumes held at beginning of year, added and discarded during year, and held at end of year; amount of library and non-library budget specified for children's programming; numbers of juvenile fiction and non-fiction, print and nonprint materials circulated; numbers of resident and non-resident juvenile borrowers, and age or grade juvenile card is issued through; and salary range, rate per hour, and library training for children's librarian.

Statistical Report: Libraries in Maine (Annual)

## MARYLAND

Maryland State Department of Education
Division of Library Development and Services
200 West Baltimore Street
Baltimore, Maryland 21201

Respondent: J. Maurice Travillian, Assistant State Superintendent for Libraries

Statistics Collected: None

Statistical Report: Statistics of Public Libraries (Annual)

## MASSACHUSETTS

Massachusetts Board of Library Commissioners
648 Beacon Street
Boston, Massachusetts 02215

Respondent: John Ramsay, Head, Data Analysis and Research

Statistics Collected: Number of, salary range, hours worked, and educational level of children's librarian.

Statistical Report: Massachusetts Public Library Data Series (Annual)

## MICHIGAN

Library of Michigan
P.O. Box 3007
717 West Allegan Street
Lansing, Michigan 48909

Respondent: Donald C. Leaf, Administrative Services Director

Statistics Collected: None, except for a listing of personnel by name, title, number of hours worked per week and date of hire.

Statistical Report: Directory of Michigan Library Statistics (Annual)

## MINNESOTA

Office of Library Development and Services
440 Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101

Respondent: Jan Feye-Stukas, Library Development and Services Specialist

Statistics Collected: Number of and attendance at storyhour programs; and whether there is service to day care centers.

Statistical Report: In Minnesota Libraries, Spring Issue (Annual)

## MISSISSIPPI

Mississippi Library Commission
P.O. Box 10700
1221 Ellis Avenue
Jackson, Mississippi 39289-0700

Respondent: Becky Pearce, Library Consultant

Statistics Collected: Numbers of juvenile fiction and nonfiction circulated. Summer library program statistics are collected in a separate report that is not published.

Statistical Report: Public Library Statistics (Annual)

## MISSOURI

Missouri State Library
P.O. Box 387
2002 Missouri Boulevard
Jefferson City, Missouri 65102-0387

Respondent: Monteria Hightower, Associate Commissioner for State Libraries and State Librarian

Statistics Collected: Number of juvenile items circulated, and the number of youth participating in the Summer Reading Program.

Statistical Report: Directory of Missouri Libraries (Annual)

## MONTANA

Montana State Library
1515 East Sixth Avenue
Helena, Montana 59620

Respondent: Cathy Siegner, Publicity Specialist/Youth Specialist

Statistics Collected: None

## NEBRASKA

Nebraska Library Commission
1420 "P" Street
Lincoln, Nebraska 68508

Respondent: Barbara G. Johnson, Library Services Coordinator/
State Data Coordinator

Statistics Collected: Number of children's items circulated; number of juvenile books held at end of last fiscal year, added and withdrawn during year, and held at end of year; description of programs offered for children; and a list of personnel that might include children's librarians by name, title, hours worked per week, salary, and highest degree earned.

Statistical Report: Nebraska Public Library Profile (Annual)

## NEVADA

Nevada State Library and Archives
Capitol Complex
Carson City, Nevada 89710

Respondent: Joan G. Kerschner, State Librarian

Statistics Collected: None

## NEW HAMPSHIRE

New Hampshire State Library
Bureau of Administration
20 Park Street
Concord, New Hampshire 03301

Respondent: Judith A. Kimball, Administrator, Bureau of Development Services

Statistics Collected: Number of juvenile materials circulated.

Statistical Report: New Hampshire Library Statistics (Annual)

## NEW JERSEY

New Jersey Department of Education
New Jersey State Library
185 West State Street
CN 520
Trenton, New Jersey 08625-0520

Respondent: Robert Fortenbaugh, Assistant Coordinator, Library Programs

Statistics Collected: Number of juvenile materials circulated to individuals through interlibrary loan, and in bulk loans to schools, etc.; and the standard loan period for juvenile materials.

Statistical Report: New Jersey Public Library Statistics (Annual)

## NEW MEXICO

New Mexico State Library
325 Don Gaspar
Santa Fe, New Mexico 87503

Respondent: Karen Watkins, State Librarian

Statistics Collected: None

## NEW YORK

New York State Library
Gifts and Exchange Department
Cultural Education Center
Empire State Plaza
Albany, New York 12230

Respondent: Anne E. Simon, Library Development Specialist I

Statistics Collected: Number of holdings of juvenile fiction and nonfiction books at beginning and end of year; and additions, withdrawals, and circulation of juvenile fiction and juvenile nonfiction books during the year. These statistics are collected for individual libraries composed of a main library and any associated branches, bookmobiles, etc., and separately for public library systems, too.

Statistical Report: Public and Association Libraries Statistics (Annual)

## NORTH CAROLINA

Department of Cultural Resources
State Library of North Carolina
109 E. Jones Street
Raleigh, North Carolina 27601-2807

Respondent: Caroline Shepard, Youth Services Consultant

Statistics Collected: Number of holdings of juvenile fiction and nonfiction books at beginning and end of fiscal year; number of juvenile fiction and nonfiction books circulated from the main library, branches, bookmobiles, and other during the year; number of library and non-library sponsored juvenile programs and attendance at programs; number of dial-a-story calls; and a list of personnel including name, position, hours worked per week, ALA-accredited MLS (yes/no), years of library experience, salary, and salary range.

Statistical Reports: 1) Statistics and Directory of North Carolina Public Libraries (Annual) Attn: Betty Bass

2) Summer Reading Evaluation and Statistics

## NORTH DAKOTA

North Dakota State Library
Liberty Memorial Building
Capitol Grounds
604 E Boulevard
Bismarck, North Dakota 58505-0800

Respondent: Mike Jaugstetter, Public Library Consultant/State Data Coordinator

Statistics Collected: Number of and attendance at summer reading programs, services to schools in terms of number of classroom collections, in-house library collections, and bookmobile services provided; number of juvenile books held at beginning and end of year, withdrawn, added and lost during year; number of juvenile fiction and of juvenile nonfiction book titles and audiovisual titles added during year; number of juvenile circulations at main and branch libraries and bookmobiles; percent of change in juvenile circulation as compared to previous year; numbers of juvenile registered borrowers last year, added during year, and as percent of total registered population; and number of juvenile nonresidents registered. Juvenile registration is defined for that library; and a list of personnel, that might include children's librarians, is requested by name, position, hours worked per week, salary, education, and degrees with major/subject field.

Statistical Report: Annual Statistics

## OHIO

State Library of Ohio
65 South Front Street
Columbus, Ohio 43266-0334

Respondent: Ruth A. Metcalf, Children's Services Consultant

Statistics Collected: Number of registered juvenile borrowers; number of juvenile bookmobile circulations.

Statistical Report: Statistics of Ohio Libraries (Annual) Attn.: Sandy Johnson

## OKLAHOMA

Oklahoma Department of Libraries
200 North East 18th Street
Oklahoma City, Oklahoma 73105

Respondent: Beverly Jones, Chief Planning Officer

Statistics Collected: Operating expenditures for juvenile books, serials, microforms, nonprint materials and other materials; juvenile book and serial volumes added and held at end of year; number of and attendance at summer reading programs and other children's programs; number of circulations of all juvenile materials; and number of registered juvenile borrowers. A list of personnel including name, job title, number of hours worked per week, and highest educational level may include children's librarians.

Statistical Report: Annual Report for Public Libraries

## OREGON

Oregon State Library
State Library Building
Salem, Oregon 97310-0640

Respondent: Jim Scheppke, Library Development Administrator

Statistics Collected: Number of juvenile materials circulated per year.

Statistical Report: Directory and Statistics of Oregon Libraries (Annual)

## PENNSYLVANIA

State Library of Pennsylvania
Department of Education
Library Development Division
P.O. Box 1601
Harrisburg, Pennsylvania 17105

Respondent: Mary Clare Zales, Administrator, State Aid and Library Development Division

Statistics Collected: Number of juvenile items circulated; salary, race, gender, number of years in position, and hours worked per week of the head of children's services.

Statistical Report: Pennsylvania Public Library Statistics (Annual)

## RHODE ISLAND

Rhode Island Department of State Library Services
300 Richmond Street
Providence, Rhode Island 02903-4222

Respondent: Howard Boksenbaum, Chief of Library Planning, Development, and Information Services

Statistics Collected: Number of registered borrowers who are children; amounts spent on children's print materials and on serial subscriptions as a percentage of total collection expenditures; annual circulation of juvenile materials; number of and attendance at programs for pre-school and school-age children, including descriptions of unusual programs.

Statistical Report: Comparable Statistics of Rhode Island Libraries (Annual)

## SOUTH CAROLINA

South Carolina State Library
P.O. Box 11469
Columbia, South Carolina 29211

Respondent: Libby P. Law, Director of Administrative Services

Statistics Collected: Numbers of print and nonprint juvenile materials circulated; number of registered juvenile borrowers; number of and attendance at programs in and outside the library, and group visits for preschoolers, children ages 5-12, and children ages 13-18; number of children registered in Summer Reading Program.

Statistical Report: Annual Statistical Summary Attn.: Libby P. Law

## SOUTH DAKOTA

South Dakota State Library
State Library Building
800 Governors Drive
Pierre, South Dakota 57501-2294

Respondent: Dorothy Liegl, Deputy State Librarian

Statistics Collected: Numbers of juvenile books circulated from main library, branches and bookmobiles.

Statistical Report: Annual, but currently not available in printed form.

## TENNESSEE

Tennessee State Library and Archives
403 Seventh Avenue North
Nashville, Tennessee 37243-0312

Respondent: Jacquelyn Herrick, Information Services Coordinator

Statistics Collected: Numbers of juvenile fiction and nonfiction books held and circulated, service outlets in bookmobile centers for preschool children, and juvenile books withdrawn, and lost from, and lost and paid to regional library centers.

Statistical Report: Tennessee Public Library Statistics (Annual)

## TEXAS

Texas State Library
P.O. Box 12927
Austin, Texas 78711

Respondent: Lisa DeGruyter, Manager, Library Systems and Networks

Statistics Collected: None

## UTAH

Utah State Library
2150 South 300 West, Suite 16
Salt Lake City, Utah 84115

Respondent: Sandi Long, Coordinator of Library Management Information

Statistics Collected: None

## VERMONT

Vermont Department of Libraries
Pavilion Office Building
109 State Street
Montpelier, Vermont 05602

Respondent: Marianne K. Cassell, Development and Adult Services Consultant

Statistics Collected: None

## VIRGINIA

Virginia State Library and Archives
11th Street at Capitol Square
Richmond, Virginia 23219

Respondent: Peggy D. Rudd, Assistant Director for Library Programs

Statistics Collected: Numbers of juvenile book titles and volumes, and name of Children's Services Coordinator. Statistics are also collected from state-sponsored institutional libraries serving children or youth, such as youth correctional centers and centers for mental health/mental retardation and rehabilitation.

Statistical Report: Statistics of Virginia Public Libraries and Institutional Libraries (Annual)

## WASHINGTON

Washington State Library
Library Planning and Development
AJ-11
Olympia, Washington 98504-0111

Respondent: Jan Walsh, Chief Consultant

Statistics Collected: Total number of juvenile materials circulated, and number of and attendance at programs/presentations for juveniles.

Statistical Report: Washington Libraries: Public Library Statistics (Annual)

## WEST VIRGINIA

West Virginia Library Commission
Science and Cultural Center
Charleston, West Virginia 25305

Respondent: Shirley A. Smith, Field Consultant

Statistics Collected: None

## WISCONSIN

Division for Library Services
Wisconsin Department of Public Instruction
125 South Webster
P.O. Box 7841
Madison, Wisconsin 53707-7841

Respondent: Alan Zimmerman, Library Compliance Coordinator

Statistics Collected: Number of juvenile circulation transactions, and a listing of personnel, including name, position, whether a Master's or Ph.D. degree held, salary, and hours worked per week, that might include children's librarians.

Statistical Report: Wisconsin Library Service Record (Annual)

WYOMING

Wyoming State Library
Supreme Court and State Library Building
Cheyenne, Wyoming 82002-0650

Respondent: Jerry Krois, Deputy State Librarian

Statistics Collected: Numbers of juvenile fiction and nonfiction volumes and titles; numbers of juvenile fiction, nonfiction and audiovisual materials circulated; and a listing of personnel, including title, hours worked per week, gender, and degree(s) earned, that might include children's librarians.

Statistical Report: Wyoming Public Library Annual Report

## APPENDIX C

Directory of Statistics on School Library Media Programs

Collected by State Agencies

**Directory of Statistics on School Library Media Programs**

**Collected by State Agencies**

compiled by Kathleen Garland, State University of New York at Buffalo,
with assistance from Cathleen Carstens and Judith Galganski
as part of a study funded by the U.S. Department of Education under the Higher Education Act, Title II-B

## ALABAMA

Alabama Department of Education
Student Instructional Services Division
Gordon Persons Building
50 North Ripley Street
Montgomery, Alabama 36130-3901

Respondent: Jane Bandy Smith, Library Media Specialist, Elementary Instructional Services

Statistics Collected: None. There is currently a proposal to begin collecting statistics.

## ALASKA

Alaska Department of Education
Division of State Libraries and Archives
3600 Denali
Anchorage, Alaska 99503

Respondent: B. Jo Morse, School Library Media Coordinator

Statistics collected: None

## ARIZONA

Arizona Department of Education
1535 West Jefferson Street
Phoenix, Arizona 85007-3280

Respondent: Merrilyn S. Ridgeway, School Library/Media Consultant, School Improvement Unit

Statistics Collected: None. There may be changes as the Department is automated.

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## ARKANSAS

Arkansas Department of Education
405B State Education Building
Little Rock, Arkansas 72201-10

Respondent: Dr. Charles D. Watson, Special Projects Manager

Statistics Collected: Number of volumes in the School Library Media Center; whether the school has an automated library media system; expenditures for media, funding sources for media; and the amount spent from local sources on books, audiovisual media, computer software, and newspapers and periodicals.

Statistical Report: Annual School Report

## CALIFORNIA

California Department of Education
721 Capitol Mall, Room 211
Sacramento, California 95814-4785

Respondent: Dr. Claire Quinlan, Special Studies Manager

Statistics Collected: None

## COLORADO

Colorado State Library and Adult Education Office
201 East Colfax Avenue, Room 309
Denver, Colorado 80203

Respondent: Lynda Welborn, Senior Consultant, School Library Media Center Development

Statistics Collected: Grades served by the LMC, school district name, and number of hours per week the LMC is open; information on staff includes the hours worked per typical week by certified, non-certified, and volunteer staff; hours and cost paid by school district for continuing education of school library media specialist and staff; number of print and nonprint materials; services per typical week, including circulation, numbers of users, instructional uses of microcomputers, materials received through ILL, and individuals receiving library instruction. Hours spent identifying materials and planning instructional units with teachers are requested. How library skills are taught, methods used to deliver instructional media information, whether classes are on a fixed schedule, and what functions are computerized are identified. Expenditures on materials and equipment, and whether federal funds are used to support the LMC are also collected.

Statistical Report: Statistics and Input-Output Measures for School Library Media Centers in Colorado (triennial)

## CONNECTICUT

Connecticut State Department of Education
165 Capitol Avenue
Hartford, Connecticut 06106

Respondent: Betty Goyette, Library Media Consultant

Statistics Collected: Expenditure per pupil for library books.

Statistical Report: Connecticut Public School Expenditures (annual)

## DELAWARE

Department of Public Instruction
The Townsend Building
P.O. Box 1402
Dover, Delaware 19903

Respondent: Richard L. Krueger, Library Specialist

Statistics Collected: None

## FLORIDA

Florida Department of Education
School Library Media Services
303 Winchester, Building A
Tallahassee, Florida 32399

Respondent: Sandra Ulm, Program Director, School Library Media Services

Statistics Collected: Expenditures for media services, number of media specialists employed in each school, and number of books, magazines, audiovisual materials, and equipment.

## GEORGIA

Georgia Department of Education
Instructional Media Division
Suite 2054, Twin Towers East
Atlanta, Georgia 30334-5040

Respondent: Nancy V. Paysinger, Director, Media Planning

Statistics Collected: None. Statistics may be collected in a year or two, after a statewide electronic network is in place.

## HAWAII

State of Hawaii
Department of Education
Multimedia Services Branch
641 18th Avenue
Honolulu, Hawaii 96816-4444

Respondent: Francine M. Grudzias, School Library Services Specialist III

Statistics collected: Grade levels, enrollment, and number of professional and clerical staff; number of hours of paid and volunteer adults and student helpers per week; circulation and in-house use of book and nonbook materials; numbers of library skills sessions, reference assistance sessions, consultations with teachers, and interlibrary loan transactions. There is also a separate report for interlibrary loan transactions.

## IDAHO

State Department of Education
Len B. Jordan Building
650 West State Street
Boise, Idaho 83720

Respondent: Dr. Rudy Leverett, Coordinator for Humanities and Foreign Language

Statistics Collected: None

## ILLINOIS

Illinois State Board of Education
Planning, Research, and Evaluation
100 North First Street
Springfield, Illinois 62777

Respondents: Don Corrigan, Statistician, and Marie Sivak, Educational Consultant, Library Media

Statistics Collected: Salary, number of certified School Library Media Specialists, years of experience, and degrees held.

Statistical Report: Number and Selected Characteristics of Public School Librarians (annual)

## INDIANA

Indiana Department of Education
Room 229, State House
Indianapolis, Indiana 46204-2798

Respondent: Jacqueline Morris, Manager, Learning Resources Unit

Statistics Collected: Expenditures for salaries of certified and non-certified staff, supplies and materials, purchased services, capital outlay, and other are collected biennially.

## IOWA

Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 503199

Respondent: Betty Jo Buckingham, Educational Media Consultant

Statistics Collected: Summary totals of expenditures for salaries, services, supplies, capital outlay, and other expenses for library and audiovisual programs.

Statistical Report: Secretary's Annual Report

## KANSAS

Kansas State Department of Education
120 East Tenth Avenue
Topeka, Kansas 66612

Respondent: June Saine Level, Library Media Program Specialist

Statistics Collected: None currently. The report form is being rewritten and is as yet unavailable.

## KENTUCKY

Kentucky Department of Education
1830 Capital Plaza
Frankfort, Kentucky 40601

Respondent: Judy L. Cooper, Consultant for School Library Media Services

Statistics Collected: Number of Library Media Specialists, years of experience, local expenditures and appropriations per pupil; numbers of books, magazines, nonprint materials and equipment; yes/no questions on details of use, staffing, collections, facilities, evaluation, new technologies, and instructional program in the Library Media Center.

Statistical Report: Library Media Report (annual)

## LOUISIANA

Louisiana Department of Education
P.O. Box 94064
Baton Rouge, Louisiana 70804-9064

Respondent: Ethel Edwards, Education Specialist

Statistics Collected: None

## MAINE

Maine State Library
LMA Building, State House Station 64
Augusta, Maine 04333

Respondent: Richard Arnold, LSCA Coordinator

Statistics Collected: The first statewide survey is currently in process.

## MARYLAND

Maryland State Department of Education
School Library Media Services Section
200 West Baltimore Street
Baltimore, Maryland 21201

Respondent: Rosa L. Presberry, Chief, School Library Media Services and State Media Services Branch

Statistics Collected: Number of certified and non-certified personnel; numbers of books, periodicals, nonprint materials, and types of equipment in collection purchased with all funds and with ECIA Chapter II funds. Statistics are collected at both the individual school level and the system level.

Statistical Report: Facts About Maryland's School Library Media Programs (annual)

## MASSACHUSETTS

Massachusetts Department of Education
1385 Hancock Street
Quincy, Massachusetts 02169

Respondent: Candace Boyden, Program Director, Office of Educational Technologies

Statistics Collected : None. A Media Center information survey was distributed to individual schools by the Massachusetts Association of Educational Media in the fall of 1989. This survey includes information on the size of staff, Library Media center (in square feet), print and nonprint collections, budget, and per pupil expenditure for Media Services; whether the school system has a library coordinator; and three longer questions on strengths, weaknesses, and improvements that could be made using grant money.

## MICHIGAN

Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Respondent: Rosemary S. Cary, Library Media and Telecommunications Coordinator

Statistics Collected: None

## MINNESOTA

Minnesota Department of Education
683 Capitol Square Building
St. Paul, Minnesota 55101

Respondent: Joan Wallin, Supervisor of Media and Technology

Statistics Collected: None

## MISSISSIPPI

Mississippi Department of Education
Educational Media
P.O. Box 771
Jackson, Mississippi 39205

Carol Furr, Media Supervisor

The state did not respond.

## MISSOURI

Department of Elementary and Secondary Education
Box 480
Jefferson City, Missouri 65102

Respondent: Carl Sitze, Director, Classification and Accreditation of Schools

Statistics Collected: The number of print and non-print materials required according to 1960 standards; number of materials in Library Media Center; the number of materials needed to meet standards and the estimated cost of these materials; per pupil expenditure and budget; and the number of study halls supervised by the librarian are collected annually.

## MONTANA

Montana Office of Public Instruction
Office of the Superintendent of Public Instruction
Room 106, State Capitol
Helena, Montana 59620

Respondent: Lorrie Monprode-Holt, Library Media Consultant

Statistics Collected: None

## NEBRASKA

Nebraska Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509-4987

Respondent: Roger Hudson, Curriculum Services Administrator

Statistics Collected: None

## NEVADA

State Department of Education
Basic Education Branch
400 West King Street
Capitol Complex
Carson City, Nevada 89710

Respondent: Jody Gehrig, Library Media Consultant

Statistics Collected: Number of hours LMC is open; number of full-and part-time staff, volunteer hours per week, continuing education credits completed by staff, print and nonprint materials and equipment added and held; services per typical week; number of library skills sessions per semester; and questions on summer reading programs, resource-based instruction, interlibrary loans, reference questions answered, online searches, CD-ROM, budget, grant, and other money spent on supplies, use of computers for library management, MARC format, and holdings entered in the Nevada Union Catalog.

Statistical Report: Information about School Library Media Centers in Nevada (annual)

## NEW HAMPSHIRE

New Hampshire Department of Education
101 Pleasant Street
Concord, New Hampshire 03301

Respondent: Susan C. Snider, Curriculum Supervisor, Library Media Services

Statistics Collected: Data are collected annually on three different forms for elementary, middle/ junior high schools, and high schools. The elementary school form is a checklist that asks for the year in which each of eight standards were met, including program staffing facilities, collection, and expenditures. The middle/junior high school form has two yes/no questions on staffing and volumes in library. The high school form also has a yes/no format including questions on management, organization, and equipment. In addition, it asks for the number of print and non-print items, names and certification of staff members, and the percentage of the student body that can be seated in the library media center.

## NEW JERSEY

New Jersey State Department of Education
Library Development Bureau
Local/Community Library Services
185 West State Street
Trenton, New Jersey 08625-0520

Respondent: Jean Harris, Consultant

Statistics Collected: Number of certified school library media specialists; and whether the school has a library media center.

## NEW MEXICO

New Mexico Department of Education
Education Building
Santa Fe, New Mexico 87501-2786

Respondent: Mary Jane Vinella, Library Media Specialist

Statistics Collected: None

## NEW YORK

New York State Education Department
Bureau of School Library Media Programs
Room 676 EBA
Albany, New York 12234

Respondent: Robert E. Barron, Chief, Bureau of School Library Media Programs

Statistics Collected: Basic Educational Data System School Data Form (annual) includes information on numbers of books, magazines, audiovisual resources, computers, video recorders/players, televisions; and yes/no questions on availability of computers with modems, of telephones, of automated circulation systems, and of online catalogs.

North Carolina Department of Public Instruction
Media And Technology Services
Education Building
116 West Edenton Street
Raleigh, North Carolina 27603-1712

Respondent: Carol G. Lewis, Staff Consultant for School Media Programs

Statistics Collected: Number, location, and use in instruction of computer equipment by brand name. Statistics are collected at both the building level and the system level.

## NORTH DAKOTA

Department of Public Instruction
600 E. Boulevard-Ninth Floor
Bismarck, North Dakota 58505

Respondent: Patricia Herbel, Elementary Education Director

Statistics Collected: Name of aide and weekly hours assigned to center; number of print and a-v materials and percent cataloged; grade levels taught and if classroom collections are cataloged; and total expenditures and per pupil expenditures. If elementary and secondary grades are in one school, number of pupils taught per grade are entered with the number of weeks per year and the number of minutes per week of instruction provided. Annually– Librarian's names, education, salary, years of experience, and certificates held. Biennially (elementary schools)-- building level information on media personnel, holdings of books, magazines, and audiovisual materials with percent cataloged; total and per-pupil expenditures for print and audiovisual materials; grade levels and number of students served by the Library Media Center, centrally cataloged classroom collections, and uncataloged classroom collections.

## OHIO

Ohio Department of Education
65 South Front Street, #410
Columbus, Ohio 43266-0334

Respondent: Carl Carter, Library Media Consultant

Statistics Collected: Number of holdings and expenditures on print and nonprint materials, and the number and use of microcomputers. Yes/no questions on curricular areas supported by the library program; sharing of staff, materials, and services; activities in which library media center personnel are involved; and cataloging of computer software.

Statistical Report: Statistics of Ohio Libraries (annual)

## OKLAHOMA

Oklahoma State Department of Education
Library Resource and Technology Section
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

Respondent: Barbara Spriesterbach, Director, Library Resources/Technology

Statistics Collected: Yes/no questions on existence of library media center and certification of Library Media Specialist. Number of hours librarian is in the Library Media Center, hours taken in library science, and local and total expenditures for materials.

## OREGON

Oregon Department of Education
Instructional Technology Unit
700 Pringle Parkway, S.E.
Salem, Oregon 97310

Respondent: Don G. Erickson, Coordinator for Instructional Technology/Media

Statistics collected: Number of Library Media Specialists in the district, their gender, and their ethnicity.

## PENNSYLVANIA

Pennsylvania Department of Education
School Library Media Services Division
333 Market Street
Harrisburg, Pennsylvania 17126-0333

Respondent: Margaret Goodlin, School Library and Educational Media Supervisor

Statistics Collected: Numbers of items borrowed and loaned inside and outside the library's consortium, and what type of library they were borrowed or loaned from.

Statistical Report: Access Pennsylvania Database Project Statistics (biannual)

Rhode Island Department of Education
22 Hays Street
Providence, Rhode Island 02908

Respondent: Louis E. Del Papa, Coordinator, Basic Education Program
Statistics Collected: None

## SOUTH CAROLINA

South Carolina Department of Education
801 Rutledge Building
Columbia, South Carolina 29201

Respondent: Pamela P. Pritchett, Library/Media Consultant

Statistics Collected: Number of books, number of books per pupil; whether collection is weeded regularly; and amount spent by school on instructional materials, which may include library materials, are collected annually.

## SOUTH DAKOTA

South Dakota State Library
800 Governors Drive
Pierre, South Dakota 57501

Respondent: Donna Gilliland, School Library/Media Coordinator

Statistics Collected: Square footage, seating capacity, existence of selection policy; number of staff, salaries, hours worked, and gender; services provided such as interlibrary loan and creation of bibliographies and instructional materials; hours, subject specialties, circulation of print and nonprint materials, holdings of print and nonprint materials and equipment. Information on special programs or significant developments is also requested.

Title of Statistical Report: Statistics of South Dakota School Libraries (annual)

## TENNESSEE

Tennessee Department of Education
Room C1-13 Central Services Building
Nashville, Tennessee 37219

Respondent: Betty Latture, Library Services Coordinator

Statistics Collected: Items are part of the form for the school approval process. Forms and items are changing and the new ones are as yet unavailable.

## TEXAS

Texas Education Agency
Library Media Programs
1701 North Congress Avenue
Austin, Texas 78701-1494

Respondent: June Kahler, Library Media Programs Director

Statistics Collected: None

## UTAH

Utah State Office of Education
Office of the State Superintendent of Public Instruction
Media Support Service
250 E. Fifth South Street
Salt Lake City, Utah 84111

Respondent: Katherine M. Olsen, Library Media Education Specialist

Statistics Collected: A statewide survey of library media programs was recently completed. There is no program of regular evaluation.

## VERMONT

Vermont Department of Education
Division of Basic Education
Educational Resources Unit
Montpelier, Vermont 05602-2703

Respondent: Leda Schubert, School Library Media Consultant
Statistics collected: No statistics other than general statewide budget statistics are collected.

## VIRGINIA

Virginia Department of Education
Division of Instructional Media And Technology
P.O. Box 60
Richmond, Virginia 23216

Respondent: Gloria K. Barber, Supervisor of School Library Media Programs

Statistics collected: None

## WASHINGTON

Office of the State Superintendent of Public Instruction
Old Capitol Building
Olympia, Washington 98504

Respondent: John C. Wetherford, Learning Resources Services Supervisor

Statistics Collected: None through the regular school system survey, but statistics on staff, collection, facilities, services, and budget were collected from a stratified random sample of school library media centers and reported on in Survey of Washington School Libraries, conducted in the spring of 1990.

## WEST VIRGINIA

West Virginia Department of Education
1900 Washington Street
Capitol Complex, Building 6, Room B-253
Charleston, West Virginia 25305

Respondent: Dr. John McClure, Director of Technology

Statistics collected: None

## WISCONSIN

Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, Wisconsin 53707-7841

Respondent: Carolyn Winters Folke, Director, Bureau for Instructional Media and Technology, Division for Library Services

Statistics collected: A comprehensive survey was completed in 1988, and a regular data collection plan is now being designed.



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Wyoming Department of Education
Hathaway Building
Cheyenne, Wyoming 82002

Respondent: Jack Prince, Special Projects Consultant

Statistics collected: None